

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here. <div style="text-align: right; font-size: small;"> Received Texas Education Agency 2016 MAR 29 PM 12:36 Document Control Center </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Edcouch-Elsa ISD	108903		
Vendor ID #	ESC Region #		DUNS #
	1		
Mailing address		City	State ZIP Code
P.O. Box 127		Edcouch	TX 78338-

Primary Contact

First name	M.I.	Last name	Title
Richard		Rivera Ed D	Superintendent
Telephone #	Email address		FAX #
956-262-6000			956-262-6032

Secondary Contact

First name	M.I.	Last name	Title
Telephone #	Email address		FAX #

Part 2: Certification and Incorporation

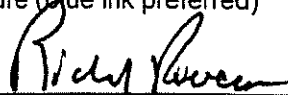
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Richard		Rivera Ed.D.	Superintendent
Telephone #	Email address		FAX #
956-262-6000			956-262-6032

Signature (blue ink preferred)

Date signed



March 28, 2016

Only the legally responsible party may sign this application.

701-16-102-084

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108903

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	108903	Dr. Richard Rivera	956-262-6000	<u>Funding amount</u>
	Edcouch Elsa ISD		rrivera@eeisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 108903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

Schedule #4—Request for Amendment

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Edcouch-Elsa ISD encompasses 24 square miles in the Region One area. Edcouch-Elsa ISD is located about 12 miles from the Texas/Mexico Border at the southernmost tip of Texas. Over 95% of our 5300 students are economically disadvantaged and 27% are English Language Learners. All of our 5 campuses are designated as Title I- School wide and 100% qualify for free and reduced price meals. In addition, Edcouch Elsa ISD is one of the five (5) poorest districts in the State of Texas. Edcouch-Elsa ISD is seeking 21st CCLC program funds in order to provide our students access to resources, programs, and services that otherwise would not have. Data analysis and evaluation of (a) student academic performance, (b) discipline reports, (c) attendance, and (d) criminal and non-criminal offenses, reveal the need to address problems in the use drugs and aggressive behavior. Generally, new students are not proficient in English and do not demonstrate mastery in reading and/or math. To support these students and others needing additional academic support, Edcouch-Elsa-ISD will implement activities outside regular school hours at four (4) community learning centers that do the following: (1) Provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing school, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies, (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all design to reinforce and complement the regular academic program of participating students. (3) Offer the family of students served by community learning centers the opportunities for literacy and related educational development.

The Texas 21st Century budget includes costs that are viable for effective management, efficient operations, and program effectiveness. Program effectiveness will be determined through evaluation by an independent evaluator/auditor. The funds will serve 600 students at four centers, and an estimated 300 parents. The program is adequately staffed with a Project Director, 4 Site Coordinators, and a Family Engagement Specialist who will ensure that the program receives consistent, high-quality management. School principals and their teachers will provide a supportive role in program implementation and operation. The Project Director will be ultimately responsible for providing services based on the needs assessment results and will implement change to systems and processes with input from program participants, as appropriate. We are documenting progress through interim program reports and collecting data for program reporting on the 21st CCLC tracking system. The Project Director and Site Coordinators will schedule weekly meetings to discuss program progress and plan for program improvement, using the program's attendance report as the source document. The team will meet at least quarterly to review data and track student progress towards meeting each of the program objectives. A team consisting of two district administrators and four principals worked on the program design and completing this application. We solicited input from every school and received assistance from various departments to ensure accuracy and stakeholder support. We conducted a needs assessment and gathered relevant and reliable data which we reviewed and analyzed. We considered all findings and recommendations in preparing and submitting this application to ensure the accuracy of the statements addressing the statutory and TEA requirements. By the end of the grant period, Edcouch-Elsa ISD will decrease code of conduct violations by at least 20% for students in the Texas 21st Century program. Said improvement will result in eventual life-long learning and progress towards academic and personal success

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108903				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$720,600	\$21,000	\$741,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,000	\$	\$40,000
Schedule #9	Supplies and Materials (6300)	6300	\$73,175	\$	\$73,175
Schedule #10	Other Operating Costs (6400)	6400	\$68,000	\$	\$68,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds			\$	\$	\$
Total direct costs:			\$901,775	\$21,000	\$922,775
Percentage. <u>indirect costs</u> (see note):			N/A	\$	
Grand total of budgeted costs (add all entries in each column):			\$901,775	\$21,000	\$922,775
Shared Services Arrangement					
6493					\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$922,775
Percentage limit on administrative costs established for the program (5%):					x .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$46,138

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108903		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)	4		\$200,000
6	Family engagement specialist (required)		1	\$25,000
7	Secretary/administrative assistant	1		\$22,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor		1	\$18,000
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$

15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		340,000
25	6121	Support staff extra-duty pay		\$20,000
26	6140	Employee benefits@8.5		\$30,600
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$390,600
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$720,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	1 External Evaluator: To comply with program requirements	\$
2		\$20,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$20,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		20,000
(Sum of lines a, b, and c) Grand total		\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$73,175
Grand total:		\$73,175

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$3000.00
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$5000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$60,000
Grand total:		\$68,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5	n/a		\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 108903			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			5300		
Category	Number	Percentage	Category	Percentage	
African American	5	.1%	Attendance rate	95.4%	
Hispanic	5011	99.4%	Annual dropout rate (Gr 9-12)	.5%	
White	21	.4%	Students taking the ACT and/or SAT	67%	
Asian	1	.0%	Average SAT score (number value, not a percentage)	1237	
Economically disadvantaged	5022	99.6%	Average ACT score (number value, not a percentage)	17.5	
Limited English proficient (LEP)	1380	27.4%	Students classified as "at risk" per Texas Education Code §29.081(d)	68.4%	
Disciplinary placements	123	2.2%			
Comments Click and type here to enter response.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	1	%	No degree	0	0%
Hispanic	323.2	%	Bachelor's degree	292.3	88%
White	8	%	Master's degree	38.9	11.7%
Asian	0	%	Doctorate	1	.3%
1-5 years exp.	107	%	Avg. salary, 1-5 years exp.	43,218	N/A
6-10 years exp.	78.9	%	Avg. salary, 6-10 years exp.	45,746	N/A
11-20 years exp.	66.9	%	Avg. salary, 11-20 years exp.	50,792	N/A
Over 20 years exp.	51	%	Avg. salary, over 20 years exp.	59,597	N/A

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	56	56	56	56	56	56	56	58	20	20	20	15	525
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	56	56	56	56	56	56	56	58	20	20	20	15	525

Schedule #13—Needs Assessment

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic needs: The Texas Academic Performance Report for 204-2015 reveals the following student academic performance as measured by the STAAR test. The greatest academic needs are found in the transitional 4th through 8th grades. Participating students will be selected accordingly.

Indicator – STAAR/EOC	% Passing-State	% EE	% Lep	Dif.	LepDif	Grade Level
Algebra I	81%	72%	55%	-9%	-26	HS
Biology	91%	84%	60%	-7%	-31	HS
U.S. History	91%	88%	62%	-3%	-29	HS
All Subj.	77%	67%	45%	-10%	-32	
Reading	77%	69%	50%	-8%	-27	3-8
Math	81%	72%	55%	-9%	-26	3-8
Writing	72%	40%	46%	-5%	-26	4 & 8
Science	78%	67%	33%	-18%	-45	5 & 8
SS	78%	60%	32%	-14%	-46	8
All Subj	77%	64%	45%	-10%	-33	
Eng. I	71%	63%	45%	-8%	-26	HS
Eng. II	72%	64%	33%	-8%	-29	HS

Community needs: Rural communities and schools often do not receive the funding for programs to address these alarming statistics. Therefore, grassroots coalition-building has been necessary to organize the creative strategies needed to combat the social forces creating a need for after school programming and the funding needed to carry them out. EEISD decided that creative alignment of public and private entities is needed to address these priorities. Partners agree that among its priorities is to create educated citizens and skilled labor work force that EEISD need to sustain economic growth in a region with double-digit unemployment. The majority of these students, from the district, have been identified as living at or below the poverty level. Children in these families have few, if any resources to enhance their academic achievement in the home. Many unfortunately, of the parents are poorly educated themselves and are resistant to returning to school campuses where they have memories of feeling unsuccessful. Highly structured after-school programs are needed. The Needs Assessment Revealed: a) EEISD lack resources to confront the overwhelming barriers to learning b) Academic interventions are needed c) Cross-generational educational needs relatively un-addressed; despite knowing family literacy is linked to student literacy. By self-report parents are intimidated by the school system and feel inadequate to help students with homework; d) A vast void in additional enrichment activities with cultural relevancy and life long exposure to wellness activities; e) Schools must have more parental involvement, parents desire it as well; and f) Students are not making real life application to skills being learned; therefore; a need for work-based learning is needed.

Strategies to Address: a) Continue to develop key community partnerships; b) Learn and implement researched-based methodologies similar throughout all sites to include motivating fun and self-esteem building activities, such as chess, math games, fraction bees, SAT Preps, ACT. TSI and Book Adventures; c) Provide family literacy components including ESL. GED. ACT, and TSI Academies and workforce development links for parents in rural communities where travel to social and educational services is often difficult; d) Develop a breath of additional educationally enhancing rich activities in arts, music and innovative technology such as PLATO Learning and Accelerated Reader; e) Culturally sensitive involvement techniques for parents; and f) Career Pathways Exposure and Linkage with Career Exploration by "hands on" approach through technology and science, technology, and math STEM (While many activities are structured as after school programs, they also available as recess, weekend, and summer activities. Despite the great needs of the region, an equally great spirit of collaboration from our partners is evident.

Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 108903		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Edcouch-Elsa ISD will identify and offer services to elementary and secondary students who demonstrate the greatest academic need as identified through data analysis of (a) diagnostic tests at beginning of school year, (b) Spring 2016 STAAR assessment results, (c) Periodic campus benchmarks, and/or (c) 6-weeks Locally Developed District Assessment. All students will attain at least a 1/2 point gain through program participation during the school year.
2.	Improve Graduation Rates	Edcouch Elsa ISD will use an early warning Indicator system to identify students who are below the critical high yield indicator threshold as they relate to attendance, behavior, and course performance. At least 86% of Edcouch Elsa ISD students will graduate college and career ready at the end of the 2016-2017 school year.
3.	Improve Attendance	Edcouch Elsa ISD will provide project-based curriculum with activities that offer novelty to students and a space where they are free to be curious with opportunities to explore diverse interests that are relevant to their needs. Edcouch Elsa ISD will increase the school's annual attendance rate by at least 1% through student attendance and participation in afterschool activities.
4.	Improve Promotion Rates	Edcouch Elsa ISD will foster academic self-determination and feelings of competence by providing consistent clear expectations and helping students develop effective study strategies to complete assignments and set realistic goals. 100% of teachers will communicate with each student's teacher at least once a month during the school year to provide an update on student's progress and share strategies for improving student's performance.
5.	Improve Behavior	Edcouch Elsa Texas 21st Century program will provide social and emotional learning activities that address the needs of the "whole" child and will focus on meeting the most basic needs, such as love, shelter, freedom of choice, and belonging that we currently are not emphasizing in the regular instructional day. By the end of the academic school year, the percentage of students with teacher-reported improved behavior will increase by at least 20%.

Schedule #14—Management Plan					
County-district number or vendor ID: 108903				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Bachelor's Degree in education or related field, required, Masters Degree preferred. At least 5 years experience in an educational and/ or counseling or social work setting. Demonstrated competence in management of grade level group, committee, or program. Experience with budget management and data analysis for program evaluation. Proficiency in English & Spanish.			
2.	Site Coordinator(s)	Bachelor's Degree in education or related field required, Masters Degree preferred. At least 3 years experience in an educational and/ or counseling or social work setting preferred. Experience in managing a grade level group, committee, or academic program. Experience in 21st CCLC or other after school or summer school programs preferred.			
3.	Family Engagement Specialist	Bachelors Degree in education or related field. At least 3 years experience in an educational, social /family support service that includes child development and effective parenting techniques to families of at-risk students. Provide access to resources, and be proficient in English/Spanish.			
4.	Evaluator	An independent evaluator will be hired on a contracted basis. At minimum the evaluator must have received formal training in research or evaluation and have conducted at least 5 program evaluations, Ed.D preferred. The evaluator will be selected via a ranking system after a thorough interview.			
5.	Other	We will hire one Secretary/Clerk and One teacher for every 15 students served. Teachers will be required to have at least 1 year of teaching experience and share the educational philosophy of the Texas 21st Century program, as designed for Edcouch-Elsa ISD students and families.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Improve Academic Performance	1. Administer a pre test	09/01/2016	09/02/2016	
		2. Monitor using campus base assessments (quarterly)	09/10/2016	12/15/2016	
		3. Adjust Curriculum	09/15/2016	01/04/2017	
		4. Administer a post test	12/10/2016	12/10/2016	
		5. Student and family active participation in learning	09/10/2016	05/25/2017	
2.	Improve Graduation Rates	1. Select participants	09/01/2016	09/01/2016	
		2. Review graduation plan with student and parent	09/05/2016	09/15/2016	
		3. Set graduation goals with student and parent	09/05/2016	09/15/2016	
		4. Select graduation pathway	09/05/2016	09/15/2016	
		5. Monitor and adjust graduation plan as needed	09/15/2016	05/15/2017	
3.	Improve Attendance	1. Select participants	09/01/2016	09/01/2016	
		2. Select goals with parents and students	09/10/2016	09/15/2016	
		3. Monitor attendance of participating students	09/01/2016	05/15/2017	
		4. Engage family to promote attendance	09/01/2016	05/15/2017	
		5. Provide counseling interventions for students and family in need	09/10/2016	05/15/2017	
4.	Improve Promotion Rates	1. Provide training to participating staff on best practices	09/01/2016	09/10/2016	
		2. Provide training to participating students and family on promotion rate requirements	09/10/2016	10/05/2016	
		3.	XX/XX/XXXX	XX/XX/XXXX	
		4.	XX/XX/XXXX	XX/XX/XXXX	
		5.	XX/XX/XXXX	XX/XX/XXXX	
5.	Improve Behavior	1. Provide staff development to program participants	09/01/2016	10/05/2016	

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus-based staff will assist the Project Director by ensuring that program communications reach the parents and students. The general form of communication will be in paper format, in English and Spanish because students served within the program generally do not have wi-fi access and parents do not read English. We are developing a program webpage to keep the community informed of the services available and of our progress. To assist with program management and deadlines, the Project Director and Grant Development Specialist will establish a timeline for implementation program activities.

The Grant Development Specialist will monitor the grant's activities and ensure that grant activities are conducted as specified in the grant's timeline of activities. Grant Development Specialist is available to provide guidance and technical assistance with problem resolution, particularly, as it relates to the grant application and changes that require an amendment. The Assistant Superintendent for Curriculum and Instruction will address significant issues and direct the appropriate individuals to implement corrective action when as deemed appropriate. The Grant Development Specialist will provide updates to key administrative personnel on program and fiscal related compliance. The Business Office will provide guidance on budgetary and expenditure reporting. The Office will review budget and financial transactions and will work with the Grant Development Specialist to correct any deficiencies.

Overall, program success will occur as a result of a collaborative team effort, communication, and effective implementation of the program activities.

Schedule #15—Project Evaluation

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve Academi Achievement/ Pre and post test will be administered	1.	Report Cards will be collected
		2.	3 week intererim report cards will be collected
		3.	CBA's, Benchmarks and State Exams will be collected
2.	Improve Gradution Rates	1.	Graduation plan completion
		2.	Report card
		3.	Semester Grades
3.	Improve Promotion Rates	1.	Learning Profiles
		2.	Parent permission for students to participate
		3.	Monthly program monthly reports
4.	Improve Attendance	1.	PEIMS Daily attendance logs
		2.	Telephone logs
		3.	Home visits
5.	Improve Behavior	1.	Teacher discipline referrals
		2.	Counselors/student conference logs
		3.	Parent /Techer conference reports

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection: The site coordinator serves as the liaison between the campus principal (or designee) and the Texas-ACE teachers. The site coordinator will collect all program forms and keep the documentation on file for program evaluation. Said forms may include, but are not limited to: Recommendation for Participation, Parent Permission Form to Participate, Principal/Parent/Student Commitment Form, and Student's Learning Profile. The site coordinator will file a weekly summary report with the Project Director who will analyze and determine if the program is on track towards meeting program goals. The Project will submit montly program progress reports to his/her supervisor, which will include a section for a corrective action plan. The project director will maintain and submit data to the independent evaluator as requested, but at the same time maintaining adherence to FERPA and confidentiality requirements for staff.

Problem Correction: Ongoing tracking and monitoring of program and student progress will minimize program concerns. The site coordinator will maintain weekly records of attendance and discipline and any additional data required for program compliance. The site coordinator will address any significant issues related to the program with the Texas- ACE teacher and will confer with the student, their parent, classroom teachers, and/or principal as deemed appropriate. The site coordinator will conduct a formal meeting at least once a month with the center's designated team from each participating school. All meetings will include a time to celebrate successes, and will include discussions on how to work towards improving the areas of need. The Project Director will visit each site at least once a week and conduct weekly meetings with the site coordinators. Meetings will have Agenda and supported with meeting minutes. The site coordinators will submit their program reports and discuss their achievements and address any challenges. The team will decide how to address and/or adjust program services or activities that are identified as a hinderance to program success. The Project Director will be responsible for ensuring the contract hire of an independent evalatuator within 6 months of program operations, including the timeline and scope of services to be performed. The contracted independent evaluator shall have experience in conducting research in an educational environment and in filing the findings report. The evaluator will review the above mentioned documents for completion and conduct a sample group of records to ensure fidelity in program implementation. The evaluator will perform at least three quarterly Interim reports and one comprehensive review at the end of each program year as required of grantees. The evaluator will report on EEISD's status towards meeting the program's objective, including, changes in academic performance, attendance, and discipline. The findings will be used to file reports to the TEA. If needed, the Project Director will submit a corrective action.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas-ACE program at EE ISD is centered on the five Social & Emotional Learning Core Competencies that include: Self-Awareness, Responsible Decision-making, Relationship Skills, Social Awareness, and Self Management. Parents and students will participate in an orientation where all programs and services will be presented. We are providing 12 weekly hours of program services before- and after-school, for 23 weeks beginning Oct. 5, 2016. The Summer 2017 program will operate for six (6) consecutive weeks, four hours days per week and 4 hours per day (16 hours per week). We are offering the additional 2 weeks beyond the 4-week requirement to reduce the risk of learning loss over the summer. The extra two weeks are critical because our students do not have access to technology and other learning resources at home that can support the learning continuum. All schools at Edcouch-Elsa ISD are Title I designated schools (i.e. high-need, high-poverty student population) and all schools have groups of students with continual low-performance in academics. According the research by Eric Jensen, some students come to school in "survival model." The district's program design supports best practices teaching and research-based strategies that have proven effective for developing the "whole" child. All program activities align to one or more of the four required Texas 21st Century components for afterschool: (1) Academic, (2) Enrichment, (3) Family/Parent Support, and (4) College/Workforce Readiness. While our community learning centers compliment the student's regular academic program, our approach to teaching and learning will differ. The learning coaches will receive training on how implement effective research-based strategies and center their teaching around engaging and authentic transformative enrichment. All students will be directed and adequately supervised by school personnel as they transition from one location to another. The program staff will take responsibility and transport them to the host center. Students will be convene in the gym or cafeteria for a snack and will begin the day's activities under adult supervision and hired program staff. At the end of the day, students will be escorted to the bus pick up area where they will board the bus for home. Edcouch-Elsa ISD completes a background check on all prospective hires prior to the first date of employment. Teachers will maintain open communication with the receiving party as they move the students from one location to another in order to ensure safety on arrival and promptness of arrival to host center.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will have an awareness and recruitment period beginning at school registration (Aug. 6pm) until Sept. 10th. During this period, the Director and site coordinator will actively recruit eligible students, answer questions and disseminate the student survey to plan for the activities request by parents/students. For community awareness, the selecting the participating students, staff personnel including teachers and principals, will conduct and Student/Parent

Orientation meeting, ensuring that activities are available for non-participating siblings. All communication will begin with teacher to student, student to parent via a written notice (English/Spanish). The site coordinator communicates via phone, email, or carrier. The district and department websites are additional mediums of communication to stakeholders.

The Project Director and Site Coordinator will conduct monthly parent meetings, with the campus principal as facilitator. We will schedule time during the meeting for student performances and product displays. The family engagement specialist will plan for at least one Y:2 day parent conference per semester. The campus principal and site coordinator will collaborate to ensure that timely and accurate information is disseminated. Edcouch-Elsa ISD will make every effort to ensure that the public perceives the program as one that is filled with authentic learning in mind; a program with activities that engage and challenge every student so that every accomplishment is celebrated and every celebrated victory moves each student one step closer to becoming a social, emotional, and responsible individual.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After review and analysis of the needs assessment, the 2151 ACE committee was very strategic in the selection and design of programs and services. Project Director will develop criteria for student recommendation and participation. We will base the selection on the level of commitment of each student/ parent and their level of need. The needs assessment revealed that we have the most significant issues in the transition years, grades 6 and 9. This finding also supports that our students are not receiving the foundational academic support at the elementary grades, and we are not addressing the social and emotional learning components prior to their enrollment in middle school. We will improve academic achievement by having teachers fulfill a child's unmet human needs as the means to open the mind to receive new learning. Additionally, we will experience success in the areas of attendance and discipline. As described in Maslow's hierarchy of needs, if one of the four basic layers of need (esteem, love/friendship, security, and physical needs) is deficient, the student is challenged to learn because the natural tendencies of the brain are to work on surviving. These facts are the basis offering activities that "touch the heart" of the child. One of the basic needs discussed in detail in Jensen's book is a child's need to have belonging, bonding, having relationships and a choice in the direction of their learning. We are ensuring that the activities are conducted in risk free environments where students have freedom of choice to pursue a passion or develop new interests. We will improve academic achievement by designed the activities with one or more curriculum elements that are research-based and proven to be effective for academic success. For example, in Fine Arts, the activities open up opportunities for a variety of artistic expressions that includes, music, dance, and theatre. For the sports activities, students are challenged physically to develop the physical self and enhance the ability to learn and experience success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edcouch-Elsa ISD currently offers tutoring and afterschool programs at designated dates and times during the school year. We provide teacher stipends only when the activity is district-wide or approved by the Edcouch-Elsa ISD School Board. The activities that include stipends are generally for competitive events. As such they will be coordinated with the afterschool program, but they will not be eligible for program allocations.

Edcouch-Elsa ISD provides transportation for afterschool tutorials events through its Title St. Compensatory funds. We estimate about \$40,000 in pro-rated, leveraged funds for student travel from the home campus to the center and from the center to the child's home.

Edcouch-Elsa ISD is a Title II provisional district. This designation allows Edcouch-Elsa ISD to provide free and reduced lunch meals and snacks free of charge to all students. As a result, the Texas-ACE program will not incur this expense. The budget for snacks from the Food and Nutrition Department is estimated at \$40,000.00

Only the charges that can be directly attributed to the grant program will be charged to Texas-ACE, and only to the extent that funding will not supplement programs and not supplant any activities and the costs thereof.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grant Committee analyzed various reports generated from the PEIMS and AEIS data files. We looked at district data and identified the cause for our weaknesses by reviewing the individual campus performance. We used the information obtained from a review and analysis of the following objective data files: Spring 2015 State Assessments, Attendance, Discipline, and Graduation rates. EEISD principals completed a needs assessment survey to assist the committee with the development of the Texas 21st Century program to include activities that they identified as lacking at their school and within their community. We are ensuring program effectiveness by focusing on schools that demonstrate the capacity and ability to make academic improvements if the ACE program is implemented at their school.

The ACE program is adequately staffed with persons in assigned roles of responsibilities for program management and program improvement. The measureable goals for determining program effectiveness include: (1) At least 50% of Texas 21st Century students will increase reading level by at least a 1 year gain. (2) EEISD will increase the school's annual attendance rate in the grade levels served by at least 12% through participation in afterschool activities during the 2016-17 academic year, (3) By the end of the 2016-17 school year, the percentage of students with teacher-reported improved behavior will increase by at least 20%, (4) 100% of teachers will communicate with each student's teacher at least once a month during the school year to provide an update on student's progress and share strategies for improving that student's performance, and (5) At least 86% of EEISD students will graduate college and career ready at the end of the 2016-17 school year. EEISD assures TEA that all programs, services, and strategies to be implemented are based upon scientifically based research with evidence of effectiveness of student academic achievement standards.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Edcouch-Elsa ISD is being assisted by Valley Communities Foundation, a long standing partner with evidence of success in working with students and parents at the middle schools. The foundation partners with parents, school districts and corporate partners to implement college and career readiness outreach programs. Their programs provide the resources that are essential to motivating students for college, career and life success. The four core implementation strategies are: delivery, recruiting, marketing, and data. ACE funds are helping us expand program services to at the elementary grade levels and in 9th Grade. EE ISD has developed a strong and dynamic parental involvement and family literacy component to prepare parents with the knowledge they need to guide and improve their children's academic success.

EE ISD will engage communities for college readiness activities for the academic enrichment program serving high-need students and parents in EEISD schools. Through the implementation of college and career readiness activities, students and their parents understand the importance and benefits of a college education by exploring different careers in fast-growing industries. Students have the opportunity to explore professional careers by engaging in meaningful mentoring experiences and participating on relevant hands-on activities.

The activities are essential in preparing students with fundamental 21st century skills such as: Communication, Teamwork, Critical-Thinking, Problem-Solving, Global Awareness and Creativity. The teaching dynamics of all activities are characterized by being: Inquiry-based, Project-based, Real-world experiences, and Innovative Technology integration.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Various informative sessions were provided prior to making the decision to apply for the 2161 CCLC, Cycle 9 grant. The purpose of the sessions was to gather feedback on the needs and available resources at the schools and their

surrounding community. After receiving expressions of interest for the program, we created a committee of seven members consisting of 2 district-level staff members and 5 campus principals. The committee sent a survey to identify existing needs and gaps in student academic achievement that should be addressed. EEISD maintained open communication and discussion and solicited additional feedback from district department personell and community based partners, including, Valley Communities Foundation and the University of Texas Pan American.

The survey asked the community to provide a list of the available resources, and make recommendations for problem resolution for each of the four program components: Academic, Enrichment, Family/Parent Support, and College/Workforce Readiness. Over 50% of surveys were returned and used as the basis for developing the proposed activities. In making final decsions for the program, we considered the results of the survey along with the data analysis for academic performance, attendance, discipline, and graduation rates.

Under the Family/Parent Support component, respondents that they needed computer literacy and a family resource Center. Respondents need college and career readiness and information on test prep services, such as for College Entrance Exams, and AIP test preparation and career counseling. For our limited english proficient students, respondents need Academies and Camps. Other academic and enrichment activities for students include: Homework help, STEM activities, creative problem solving and Fine Arts.

Based on a thorough analysis of the data and review of the needs from the survey, we developed the framework for the Texas-ACE program at Edcouch-Elsa ISD to center on the five Social & Emotional Learning Core Compentencies that include: Self-Awareness, Responsible Decision-making, Relationship Skills, Social Awareness, and Self Management. Parents. Prior to its implementation, students will participate in a survey and make recmmendations for program services that are tied to their interests and passion.

As part of the feasibility study, we identified the resources that need to be in place for the program activities. The resources we have available include: Facilities, Transportation, Faculty I Staff, Communication Portal, Snacks, and Equipment. The identified needs and gaps include: funding for the activities and associated costs, such as, Professional Development, Travel to trainings, Curriculum, Instruction, Materials & Resources to implement trainings, and Supplies and Materials for program activities; an d Staff to manage and operate the activities. All of the above will be taken into consideration in the final program design.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EEISD was a previous grantee under the number of federal funded programs. Our participation during the grant period helped us establish programs and services that we continue to offer today. Because of our participation in the awarded federal programs such as migrant, bilingual, math and science to name a few. In addition EEISD has experience in postsecondary and workforce preparation as we currently operates an Early College School within a School Model. We have education partnerships with South Texas College, UT RGV and Texas A&M Kingsville. We were able to establish successful components in professional development that we continue to use today as an ongoing practice. For example, it is common for EEISD to hire teachers as Trainer of Trainers because of the experience and skills attained as an afterschool program teacher. We offered a multitude of activities where teachers created products with students which we now using through our Make-n-Take workshops

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior volunteers may be considered on a case-by-case basis and will be recruited through District staff. We will not use senior volunteers on a continuous basis because EEISD has requirements and restrictions that include criminal history background checks. The disadvantage to this requirement is the time needed to complete the process and the financial costs associated with its administration and processing. We cannot be assured that the process can be completed in time for the activity to take place.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

We will continue afterschool programs and services for the identified population for at least three years after grant funds end. We will continue to seek funding for program continuation to the extent that Edcouch-Elsa ISD is not able to fully fund program. Edcouch-Elsa ISD will build upon the learning experiences of the first three years to grow and improve. We will continue to make adjustments to the activities as changes to the requirements for curriculum and instruction occur.

Teachers will continue to use strategies learned from their program professional development beyond the grant cycle. We will make it possible to use that learning by hiring teachers to train colleagues on best practices. Using teachers to train colleagues is a practice that will continue after grant expires and it is a practice that we continue today.

We anticipate that we will build additional capacity and attain new books and resources that we can use for the long-term, for example: Professional Development, equipment, curriculum, instruction, implementation of effective strategies, improved relationship between teachers/ parents/ and students. We anticipate that by the 4th year after receiving the benefits of the program, the cohort of students served by the program will stay on track and continue to be responsible for his/her learning. This evidence of effectiveness will be most beneficial to EEISD when seeking funds to grow and enhance the 2151 CCLC afterschool program.

Edcouch-Elsa ISD will continue to track and monitor students, because it is an ongoing progress. Teacher habits and student desires to succeed will continue for the long term, therefore EEISD expects to see gains in academic achievement, student attendance, and behavior after the end of the grant period.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district solicited continuous feedback throughout the application process. We included principals in the committee who assisted in the design and structure of the program offerings. We also informed key stakeholders of this opportunity and solicited their recommendations and suggestions. To document the needs requests, we conducted a needs assessment survey. Campus and District level administrators assisted the committee to resolve issues and challenges as they arose. We extended an invitation to community based organizations and the University of Texas RGV, Engineering Dept. to establish district partnerships. We met with campus principals from each of the centers so help with the logistical design and timeframe of the program as it relates to the activities on their campus. We will encourage key stakeholders of the participating schools, including teachers, students, and parents, to provide ongoing feedback. The Project Director will conduct periodic meetings to discuss and address issues on the daily operations of the program. Ongoing communication will ensure the program maintains its effectiveness after Implementation. We will use the information received from participants to make adjustments and improvements to the program. The Texas 21st Century grant committee will continue meeting during the grant period to monitor program progress and ensure the program and timelines are implemented as planned.

Edcouch-Elsa ISD will seek new partnerships with community-based organizations and individuals, such as, IHE's, law enforcement, local libraries, museums, doctors and social workers as we progress with program implementation. We will establish the Texas 21st Century Task Force to serve as the advisory council to the Project Director. The Task Force will ensure we meet timelines and will provide feedback for program improvement. The Project Director will share the results of the evaluation and program effectiveness with district administration, the Task Force, and board of trustees.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As noted above on Schedule 14, Part 1, we are hiring professional staff to manage the daily operations of the Texas 21st Century program. Each program staff member will be given clear and concise expectations for meeting the targeted goals and objectives with the time period specified. Key program staff includes the Project Director, Campus Principal, Site Coordinators, and the Family Engagement Specialist. The Grant Committee and ACE Task Force will serve in a supporting role and be available to facilitate implementation. The Project Director will be ultimately responsible for the attainment of goals. He/she will be responsible for communicating the process and procedures for documenting and reporting on program process. The campus principal will maintain the responsibility of ensuring that students are safe and have opportunities to learn in a risk-free environment. The Grant Committee and Project Director will maintain ongoing communication with all program stakeholders and provide updates on all ACE initiatives, activities, and requirements; including the related process and procedures. Edcouch-Elsa ISD will use the ACE's Blueprint as a guide for implementing and maintaining a successful program for successful outcomes. Changes and adjustments to program operations are ongoing. The Project Director will make decisions that will ensure ECISD is on track to meeting the program's goals and objectives. We will document progress towards meeting the program goals at formally scheduled meetings with staff and periodic data analysis and review.

Critical to the success of the program is teacher professional development. We are scheduling teacher trainings in August and September after key program staff attends the state's implementation training. The focus of the training is on: (a) the program design,

(b) best practice sessions for challenge-based learning (c) Its Instruction, and (d) delivery of compatible content. The following reflects the program structure for the proposed activities:

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108903			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1	Center Name: Ruben C Rodriguez Elementary			
9 digit campus ID#	108903104	Distance to Fiscal Agent (Miles)	.2 miles	
Grade Levels to be served (PK-12)	1-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		150		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	John F Kennedy			
9 digit Campus ID #	108903103			
District Name (if different)				
Distance to Center	.5			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2	Center Name: Santiago Garcia Elementary			
9 digit campus ID#	108903102	Distance to Fiscal Agent (Miles)	.4	
Grade Levels to be served (PK-12)	1-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		150		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	LBJ Elementary			
9 digit Campus ID #	108903105			
District Name (if different)				
Distance to Center	.7 miles			

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108903		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3	Center Name: Truan Jr. High			
9 digit campus ID#	108903041	Distance to Fiscal Agent (Miles)		.9 miles
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				150
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	D. Ybarra Middle School			
9 digit Campus ID #	108903042			
District Name (if different)				
Distance to Center	.4 miles			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4	Center Name: EE High School			
9 digit campus ID#	108903001	Distance to Fiscal Agent (Miles)		1.2 miles
Grade Levels to be served (PK-12)	9-12			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				75
Number of Adults (parent/ legal guardians only) to be served:				20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108903			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108903			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108903			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EEISD is identifying Texas 21st Century candidates through data analysis and review of (a) Benchmarks, (b) State Assessments, (c) Course performance, and (d) Diagnostic assessments through RtI - Response to Intervention for non-tested grades/subjects. Site Coordinators will be given access to PEIMS data for the participating schools and will create an early warning indicator system (EWDS) to identify and flag students who are below the specified at-risk indicators related to attendance, behavior, and course performance. The EWDS was used with the Texas 9th Grade Transition and Intervention Grant providing quick access and review of student progress which expedites plans for intervention as early as 20 to 30 days after the beginning of the school year. We will track student progress during the Intervention period and school year to identify if the Intervention is being effective.

The critical high yield indicators will be established from reliable, peer reviewed, research studies that evidences those factors as key to academic success. We will establish criteria for recommendation to the Texas 21st Century program based on that criteria! According to the disciplinary data it revealed that district wide code of conduct infractions at 54%. The participating show a greater problem and 70%. As such, we will focus our efforts on recruiting students who exhibit social and academic deficiencies that can be addressed through ACE. The following are the high yield indicators that research shows are red flags for student potential dropouts. Our focus for 9th grade will be on these factors:

Recruitment begins through a campaign which will take place during school registration periods with additional information and awareness activities in the month of September. We will publicize the opportunities available on the district website, and local newspaper. We will send out flyers and parent invitations for an orientation session. If committing to program, we will develop a formal agreement contract that stipulate the expectations, requirements, and consequences of not complying with the participation requirement.

After the recruitment phase, newly nominated students and their parents will be visited by the site coordinator to discuss contract agreement that includes programs and services most suitable for the student.

Teachers will be encouraged to establish a teaming concept between their students, and between teacher and students. If students miss more than one day during the week, the teacher will call student and parent to invite them back. If the student or family is struggling with personal challenges, the teacher will refer them to the family engagement specialist who will work with them and refer them for specialized services, if necessary. The teacher will follow up and continue to provide the encouragement so student and parent will continue in the program. The teachers will also communicate with the students regular teacher, monthly (one feeder school, per week) in order to keep them up to date with student progress and share the strategies that are working for each individual student. This process will ensure continued support for student skill-building and mastery, while maintaining student interest and engagement.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following is detailed information on the the 21st CCLC centers. Morning and afternoon activities will take place Monday through Thursday (4 days, 12hours).. The secondary centers will have program activities that address the specific needs of 5th and 9th grade students. All program activities at these centerswill open for operation by October 5th and end on the last day of the school year, May 20.

The EEISD is offering four consecutive weeks of summer program activities at each of the 21st Century ACE centers. The summer activities will be designed as STEM student camps. At least 4 camps will be available and students will rotate at the beginning of each week so they can attend all the camps being offered.

At least one of the activities provided during each semester of the program period will be from each of four required activity components. All lessons and strategies used in the classroom will be designed around the core competencies of social and emotional learning. EEISD will increase the number of students enrolling and completing a college education through highly interactive career-theme activities in the Science, Technology, Engineering and Mathematics (STEM) field. Students will participate at each CAMP for 4 hours par day engaging In real-word STEM activities conducted by college mentors and professionals to explore different career possibilities. The 4 Camps include the following topics: CSI Forensics, Architecture, Renewable Energy, Biotechnology and App Developer. Each CAMP will be divided in two 4-hour block sessions, a college and career connection is included in each CAMP session where students understand the importance of graduating from highs school ready to enroll in a post-secondary education and explore best state and national universities aligned with their career goals. 10 CAMP Days will be hosted for 2 weeks at 4 different EEISD sites for 150 students from 1st - 5th grade. 20 CAMP Days will be hosted at 2 centers for two weeks for 200 students from 5th grade and 10 CAMP Days will be hosted at 1 center with 50 students from 9th grade.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be adequately supervised at each phase of the transition process. Beginning at home campus, on the bus, at at host center school, and as they depart for home. We will ensure buses have cameras and bus drivers pass criminal history check before hire. We will have a sufficient number of teachers that will ensure we maintain the 22:1 ratio. At the home campus, designated faculty members will escort students to the assigned bus with their student roster for travel to program center. Host schools will designate a location for arriving students and turn In student roster. By 3:30 pm, students will be situated In the classroom where the teacher will take attendance. All teachers will receive training on safety procedures, Including notice of required sign out procedures for parents/guardians who pick up students at the end of the day. Documentation procedures will be Implemented for students who be pick up and bused.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Level Data (STAAR scores, Discipline Reports, Attendance Reports, Promotion Reports
Student Level Deficiency Student Voice & Choice

In order to allow adequate time to hire and train staff, all activities for students and adults in Cycle 9 must begin no later than Monday, October 7, 2016, (activities can begin earlier than October 7th if grantees choose) and grantees must maintain the services within the timelines stated in this application. Failure to do so may result in reduced funding, and the allocated funds may be reduced in proportion to the reduction of scope in implementation time.

Activities must be a minimum of 45 minutes in length and be planned for each hour a center is open. Student attendance must be taken for each activity.

All activities must be balanced and based upon the needs of the campus using the three data sets described above and in conjunction with the Four-Component Activity Guide (see Task 3 of the PRIME Blueprint for a non-exhaustive list of activities <http://texasace21.org/index.php/about-ace/ace-model/blueprint>); therefore, a minimum of one activity from each category must be offered each term.

All activities must be intentionally developed using a comprehensive and coordinated planning tool. Grantees are required to use the Texas 21st Century Activity/Unit and Lesson Plan Worksheets since they encompass all requirements as well as best practices (see Task 3 of the PRIME Blueprint for a description on how to develop activities with intentionality <http://texasace21.org/index.php/about-ace/ace-model/blueprint>

Activities must align to the school day curriculum and academic-related activities must align with TEKS and where possible align with the specific Readiness/Supporting Standards identified as needing improvement in your Campus Needs Assessment. Enrichment activities should enhance the academic-related activities and/or be aligned with a documented campus/student need (for example, you may offer a sports activity designed to combat a documented student obesity issue).

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is being designed at less than 22:1 to accommodate for non-regular students, and ensure that the 22:1 ratio is not exceeded at any time during the program year. In addition, we are proposing to have one teacher who will oversee the center's Parent Resource Center and provide the small group instruction for students who exhibit the most need for that type of learning. The lower teacher to student ratio will improve the probability for success because teachers will have more time to provide the intentional, individualized attention to students and their families. The less stressful learning environment will leave time for teachers to find and plan the instruction around strategies that are more targeted to the specific needs of each child.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edcouch-Elsa ISD has a Parental Involvement Office that currently trains and provides family services to the families of students in greatest need. We are increasingly being challenged with time and funding to meet the requested demands from student's families. Over the last few years, we have experienced greater increases in student population. Students and parents who are occupying residences in this rural area have limited resources and little to no education and do not speak English. We need the assistance and expertise of a Family Engagement Specialist to ensure that the students from the most challenged schools and their parents have information and access to resources that will facilitate a child's learning. The Specialist will play a key role in empowering parents with knowledge and resources for academic improvement.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist, together with the Project Director and Site Coordinators will be the core team responsible for ensuring program success. They will coordinate and plan all program activities and each of the centers, working closely with the host principal to ensure compliance with campus policies and procedures. The main duty for the Family Engagement Specialist will be to recruit and retain families to participate in ACE program activities. The FES will encourage families to participate in their child's education to help them strengthen the skills that are critical to success in the 21st century learning environment.

To ensure success and fidelity of implementation, the FES will coordinate family engagement strategies for all centers and provide trainings addressing one or more of the following elements.

Maintaining regular communication with all parents regarding the ACE program.

Reaching out to individual parents and developing supportive relationships.

Maintaining a family resource center.

Conducting needs assessments and surveys to determine types of activities families want and need.

Planning, coordinating, and implementing ongoing, consistent activities for families that include, but are not limited to:

Assistance in how to support their child in school

Assistance in developing parenting skills

Assistance in making connections and developing relationships in the school community

Personal growth and lifetime learning

Coordinating services with programs within the school and community with groups such as the PTA/PTO, coordinated school health services, local colleges and financial aid offices, local workforce development organizations, etc.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108903

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All family and parental support events will have meaningful, high-quality family engagement activities that align to program objectives. Each host center will offer Parent Education and Awareness activities through a coordinated effort with the Parental Involvement staff and the program's Family Engagement Specialist. Assisting the Family Engagement Specialist with implementing research-based strategies is The Valley Communities Foundation, the district's CBO partner. Together, the team will plan and coordinate ongoing and consistent the activities for families.

As per survey respondent's, the ACE program at Edcouch-Elsa ISD will make available the following services which are included In ACE's four component activity guide.

Family Literacy
College Awareness
Computer Literacy
Health and Nutrition
Parent Orientations

The district will support the ACE program by continuing to offer meaningful, high-quality family engagement activities through the Parental Office and ENCORE. When associated with the ACE, parents will received training on implementing strategies that extend our teaching of social and emotional learning. The activities will be offered to to the immediate adult/ family members (parents/ legal guardians) of students enrolled in the ACE program.

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108903		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services

through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	